

## K-12 Advisory Committee

March 22 and 23, 2006

### Staff Summary

## MARCH 22, 2006

The evening session of the committee meeting began with the review and discussion of a draft vision paper prepared by consultants Picus and Odden. This led into a discussion of a visual that could be used to conceptually describe the funding elements the committee is considering as presented by the consultants.

During this discussion several ideas were presented that could be considered by the committee:

- 1) Do we want to identify targets for outcomes of the system? What anchor papers could be developed or used to support the identified targets?
- 2) There is an emphasis on support for struggling students. Where are the gifted and talented students?
- 3) With regard to the resources for professional development, shouldn't we specify how this time is to be used? Ten to twelve days is a significant amount; we should be sure to make good use of it.

## MARCH 23, 2006

This session of the committee meeting began with a legislative update regarding the work accomplished on Washington Learns Interim Report Recommendations, a report of the work of the previous Steering Committee and a review of the updated Roadmap to November. Committee members received a copy of the Executive Summary of The Silent Epidemic: Perspectives of High School Dropouts.

### Six State Review:

Heather Moss, Sarah Reyneveld, Isabel Munoz-Colon and Melissa Beard presented their overview of the six state review they are conducting as a requirement of the Washington Learns implementing legislation. They discussed the purposes and scope of the project, reviewing materials prepared for the committee.

Advisory Committee members requested several additional components:

- 1) Identify how these states work with the transition from early learning to K-12 system.

- 2) Is there targeted funding for specific groups within the achievement gap?
- 3) What do these states do with regard to recruiting staff of color and how do communities contribute to efforts in this area?
- 4) Check with the Boston Public Schools Assistant Superintendent with regard to measurable ways to see the impact of certain financing practices.
- 5) How do these states provide and fund regional service and state agency support to school districts?

## Early Learning/Education Structures Meeting Report:

Bette Hyde and Marilyn Chu reported on the meeting held the evening before with representatives of the Early Learning Council. This is the first of several meetings to discuss the interface and support possibilities of the two areas. Ideas that will be pursued further include: what mechanisms can we use to share what we know about students (strengths, weaknesses, talents, interests) between the two systems to better serve children? A set of model programs could be produced to help school districts and childcare providers better communicate, serve and develop supports for students. Discuss how to build respect for each other and implement an attitude shift by bringing all parties as partners to the table. How to develop the idea of the broader community - with parents, providers, schools and others - supporting young children.

## Consultant work:

Picus and Odden continued discussion with the committee members about the visual representation of the funding elements under discussion. Adjustments were discussed and additional thoughts presented by committee members.

The consultants also presented new material regarding the following elements: Instructional Materials, Central Office Administration, Operations and Maintenance.

The committee then broke into working groups to consider the evidence-based materials that have been presented to date. The questions discussed were: What are the most important elements to include in Washington's model? What adjustments would you make to each of the elements you have identified? Some also tackled the following: Describe policies that are needed for element implementation / application. A separate document outlines the discussions of the subgroups.

## **Compensation**

The committee began its work on the area of teacher compensation and its relation to the system we are building at this meeting. Alan Odden presented an Overview of Teacher Compensation Issues. This presentation addressed the following topics: What are reasons to change the teacher salary schedule, what are new purposes for teacher compensation systems, and, what are possible elements of new systems.

Committee comments included the following:

- 1) Performance assessments can provide focus and direction, however it is key that those who do them ensure fairness.
- 2) Could we do state evaluations of teachers as a step to move from one salary category to another in the manner that the National Board uses?
- 3) How do we assure a team benefit in this new system?
- 4) How do we handle people coming out of industry?
- 5) Do we include school-wide incentives as well as individual incentives in this model?
- 6) We want self-monitors, self-motivators, self-reflectors. The salary system should reflect this.
- 7) Do we need both a certification system and an evaluation system? If we do, how can we better differentiate what the local district evaluates and what are state interests?

The committee will hear presentations regarding a recent study of the state's teacher preparation and certification systems at the next meeting as well as a study outlining the misalignment of the current salary model assumptions and current certification requirements.